ECEAP
Reminders and Links
June 2016

Early Childhood Education & Assistance Program
Washington State Department of Early Learning

ECEAP Fall Directors Meeting – Register by June 10
Please register here by Friday, June 10 for the October 5 & 6 meeting at DoubleTree Spokane City Center. We will reserve rooms at the DoubleTree based on the responses we receive in this survey. Please note that we can only guarantee a room at state per diem rate if you fill out this survey by the above deadline. Per your ECEAP contract, it is required that you send a representative to this meeting. For assistance, contact svenja.cooper@del.wa.gov.

2016-17 ECEAP Contracts
The following are changes to your 2016-17 ECEAP Contract:
- ELMS child records must be up-to-date by the 15th of each month.
- Your monthly call with your DEL Pre-K Specialist will be the last week of the month.
- DEL Portable background checks will be required for all persons who may have unsupervised access to children during ECEAP services.
- All lead teachers must complete in-person or online GOLD® training and interrater reliability certification for GOLD® by Teaching Strategies within six months of hire.
- All coaches must attend the Early Achievers Coach Framework training within six months of hire and reliability training in ERS and CLASS.
- All ECEAP Contractors and Subcontractors will use the ELMS to GOLD® data feed.
- You may not use ECEAP funds for finance charges or late fees on purchases.
- ECEAP representation at Relationship Based Professional Development (RBPD) Meetings

ECEAP Self-Assessment
The ECEAP 2015-16 Self-Assessment is now live on the DEL website. Due on June 15, the self-assessment reviews your compliance with requirements in the current ECEAP contract and Performance Standards. Self-assessment is one component of an ongoing cycle of continuous quality improvement. ECEAP Performance Standard A-8 requires all contractors to include ECEAP staff and parents in this annual assessment and document the results on this form.

Important Dates

June 15: Submit the ECEAP Self-Assessment

June 15: Submit the ECEAP Contractor Financial Disclosure Certification

July 10: Submit June monthly report and vouchers in ELMS

July 10: Submit June A-19 Invoice Voucher to DEL

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Early Achievers Information and Policy Decisions
Recently, DEL sent out the following information regarding Early Achievers ratings and renewal ratings. Please contact your assigned Pre-K Specialist or Minnette Mason (minnette.mason@del.wa.gov) if you have any questions about the information provided in these documents or the table below:

- *Early Achievers Renewal Rating Policy and Frequently Asked Questions: This document outlines the next steps for sites at the end of their three year rating cycle.*
- *Frequently Asked Questions for ECEAP and the Early Start Act Rating Release: This document outlines policy decisions around licensed pathway sites with classrooms that went through the certification process. The table below gives a summary of the next steps for these sites.*

Next Steps: Certification Process for Licensed Pathway Sites

Early Achievers Rating	All ECEAP Classrooms Certified	One or more ECEAP Classrooms *NOT* Certified	Next Steps
Level 3	X		• Facilities that rated a Level 3 and all ECEAP classrooms are certified do ***not*** need to participate in remedial activities. • Your facility must reach a Level 4 when you renew your rating at the end of the three-year rating cycle.
Level 3		X	• ECEAP classrooms will need to participate in intense professional development in the area of need and the classroom must be certified during the 6 month remedial activities time period (outlined in the Remedial Activities Policy). • Once all the ECEAP classrooms are certified, the site can maintain their Level 3 rating until their renewal rating, at which time they must reach a Level 4. • Existing licensed pathway sites that rated a Level 3 and did not participate in the certification process may receive additional data collection to become certified.
Level 2	X	X	• Regardless of ECEAP classroom certification, facility must go through a partial re-rate to meet at least a Level 3 as a facility and all ECEAP classrooms must be certified within the 6 month remedial activities time period (outlined in the Remedial Activities Policy). • Once ECEAP classrooms are certified and the facility reaches Level 3, the site can maintain their Level 3 until their renewal rating, at which time they must rate a Level 4.

Survey on Partnership with Home Visiting Providers
DEL and Thrive Washington are moving forward with formalizing the partnerships between ECEAP and other long term early childhood home visiting programs. We will develop policies and procedures with best practices for referrals, screening, follow-up, service coordination and data/information coordination (as appropriate). To inform this process, we are asking ECEAP and home visiting providers to describe what is and isn't working in your current partnerships in your community. Please complete this seven question survey to help us inform the process. Thank you for your contribution to this work.

NIEER Awards ECEAP 9 of 10 Quality Points
The National Institute for Early Education Research (NIEER) at Rutgers University produces an annual report on state prekindergarten programs, including ECEAP. Their goal is to support access to high quality prekindergarten programs, especially for low-income children. The recently released 2015 yearbook includes objective state-by-state profiles and rankings based on the 2014-15 school year. Your data entered in ELMS helped DEL provide accurate information for this report.

ECEAP met 9 of the 10 national benchmarks for quality established by NIEER. The tenth point would require BA degrees for all lead teachers. We are sixth in the nation for average expenditures per child for pre-K at $8,232 per child, averaging all ECEAP models. The national average is $4,489 per child.

The NIEER yearbook suggests these goals for ECEAP:
- Increased access to ECEAP. We are currently 32nd in the nation for access for all 4-year-olds to state pre-K, special education or Head Start programs. Washington is committed to serving all ECEAP-eligible children whose families choose to participate, by fall 2020. We are one of 10 states that added $10 million or more in 2014-15.
- Require bachelor's degrees for lead teachers. Currently 49% of ECEAP teachers have a BA.
- Ensure salary parity for teachers by placing them on the same scale as K-3 teachers. Five states are currently doing this.
- Increase our supports to children with a home language other than English.

Washington received kudos from NIEER for requiring participation in Early Achievers at levels 4 and 5.

ECEAP Background Checks
Beginning July 1, 2016, ECEAP staff who may have unsupervised access to with children will be required to obtain "portable background checks" through DEL. ECEAP staff in licensed child care are already using this method. MERIT will be ready for other ECEAP staff approximately July 1. DEL will release guidance for implementing this new requirement within the next month.

ELMS Updates
- For instructions on starting the next school year in ELMS, click here.
- To end the 2014-15 school year in ELMS:
  - You must exit all children from their classes, before ELMS will allow you to submit your Monthly Report for the final month of class. One week before your last class day, a Bulk Exit button will be available on the Monthly Report class page and on the Class Roster page.
  - Staff who work in Extended Day ECEAP should exit all children in ELMS with an end date of June 30 and re-enroll continuing children in the 2016-17 school year in ELMS with a start date of July 1. This must be done between June 25 and July 10.
  - ELMS Administrators should remove ELMS access from any staff who will not be returning to your program for the coming school year.
- ELMS improvements were released on May 25, including:
  - Simplifying the Income section of the Child Application. Tell us what you think!
  - Requiring that you enter an on-site contact for each site, in case of emergency.
  - Correcting errors in the exit process, for the affected children.
  - Correcting data in the Health Status by Child report and in the Monitoring Dashboard report.
  - Moving data on IEPs from the Outcomes report to the Child Demographics report.
- For assistance with ELMS, email elms@del.wa.gov.

Teaching Strategies *GOLD*®
- **GOLDplus® Spring '16 Free Trial**
  For Happy Teacher Appreciation Week, Teaching Strategies® added GOLDplus® to DEL-ECEAP user accounts. This free trial will allow DEL-ECEAP Teachers and Administrators the opportunity to explore GOLDplus® through July 31, 2016 by clicking GOLDplus® under the "Planning" tab in GOLD®. Harnessing the power of The Creative Curriculum®, this is a single essential tool for individualizing instruction, based on each child's assessment data. GOLDplus® helps you plan intentional learning experiences that support every child's development and learning and takes the guesswork out of individualizing instruction, saving you time. For more information and support with your GOLDplus® trial, contact Trial@TeachingStrategies.com.
- For all issues related to ECEAP or the ELMS to GOLD® data feed, email del.wa@teachingstrategies.com. If you cc elms@del.wa.gov, we will help track that you get a prompt response.
- For generic GOLD® assistance only, such as help with your login, you may use the email above <u>or</u> call 1-866-736-5913 between 4:00 a.m. and 6:00 p.m. Pacific Time.

Training Opportunities

Webinar: The Science of Self-Regulation
Dr. Clancy Blair's webinar will provide participants with a greater understanding of what self-regulation is, its developmental roots in early childhood, the physiological underpinnings of self-regulation, factors that can promote (e.g. early relationships with caregivers) or hinder (e.g. chronic stress) self-regulation development, and the relationship of self-regulation to academic and other outcomes in early childhood and beyond.
- June 23, 2016 – 12:00 p.m. – 1:30 p.m.
- Register using this [link](#).

Tacoma Early Achievers Institute
These three-day trainings by CQEL staff incorporate a "Working Lab" Classroom showing what an exemplary classroom looks like. Participants will receive additional support on the Early Achievers Standards with sessions ranging from Creative Curriculum to ECERS.
- July 7 – 10, 2016 – The Greater Tacoma Convention Center, Tacoma, WA
- Register using this [link](#).

Starting Strong P-3rd Grade Institute
This three-day event builds connections among prenatal to 3rd grade educators and leaders to reduce the opportunity gap in the state of Washington.
- August 1 – 3, 2016 – The Greater Tacoma Convention Center, Tacoma, WA
- Register using this [link](#).

Professional Development Modules for Early Care and Education Providers
Washington State Department of Health developed three online, self-directed training modules for ECE providers. These modules focus on screen time, healthy eating and physical activity. All of the modules are accredited by DEL. Access the modules [here](#).

Online Teaching Strategies GOLD® Basic Course
Contractor staff with a *GOLD*® username can access this free, self-paced course online. In the four interactive modules, you can type in reflections, view video clips, and complete short activities and quizzes. A certification of completion is available when all four modules are completed. To access this course:
- Sign in [here](#).
- Go to Dashboard>Professional Development>Courses
- Select *Teaching Strategies GOLD*® Basic

GOLD® "How-To" Videos
Teaching Strategies GOLD® offers short, helpful YouTube videos that cover both basic and advanced *GOLD*® topics including change or reset teacher passwords, checkpoint by multiple children, upload photos and videos, support and resource library, upload your own weekly planning form and Teaching Strategies GOLD® documentation app. Access these videos [here](#).

CLASS & Effective Teaching Strategies GOLD®
You can explore resources for teachers, coaches, and observers and learn about CLASS and effective interactions on this blog. You can view recent blog post topics, such as *How To Get Your Child to Listen: Finding Parallels with CLASS Dimensions* or *Teacher Tips: Balancing Regard and Organization*. You can also find information in the "View by Topic" column located in the right column of this blog webpage. You can also select this link to view these coach tips and many other topics.

Resources

Health
Lead Exposure
Detailed information about lead in drinking water, sources of lead, lead testing and lead poisoning prevention as well as contact information for your local health department can be found on the Washington State Department of Health website. To learn about the health effects of lead on you and your family, visit the Childhood Lead Poisoning Prevention page.

Online Motor Delay Tool and Report
This is an interactive online tool for parents of children ages 5 and under to use when they are concerned about their child's motor development. The tool lists physical activities by the age at which they are typically performed. If a parent is concerned that their child has not achieved a certain milestone or if there have been setbacks, parents can click on boxes included next to activity descriptions. This AAP clinical report includes an algorithm to guide developmental surveillance and screening, red flags signaling a need for prompt referral and recommendations, including appropriate testing.

Early Education
Choosing Childcare
With the end of the school year in sight, many parents are considering options for child care for the summer months. According to the Texas Department of Family and Protective Services, it is important to know these facts before entrusting your child to someone else's care.

How Child Care Made Humans Smart
This study concludes that humans developed much higher order intelligence than other mammals because they needed to look after their young for much longer and much more comprehensively.

Public Policy
Examination of Pay For Success Projects
This report is a comparative analysis of the first 10 Pay for Success (PFS) projects in the United States. PFS is an approach to contracting that ties payment for service delivery to the achievement of measurable outcomes. The movement towards PFS contracting is a means of ensuring that high-quality, effective social services are working for individuals and communities.

New Mexico Preschool Teachers Make Less Than Dog Walkers
This [commentary](#) by Tina Sanchez, an early childhood educator in Las Cruces, discusses how she earns less than a dog walker.

Preschool Expulsion
This [article](#) indicates that preschoolers get expelled at three times the rate of students in elementary, middle and high schools. But when teachers get regular help from mental-health coaches, they expel at half the rate of those who don't.

Tool for Advocates in States and Districts
The First Five Years Fund (FFYF) released [a new resource](#) which details new opportunities to develop and expand access to quality early childhood education through the recently-passed Every Student Succeeds Act (ESSA). This new resource identifies opportunities throughout the law for states and districts to invest in early learning, provides initial recommendations for what this allowable use of funding can look like, and highlights additional supplementary resources.